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Composition II

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COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours:	3
Lecture Hours:	3
Lab Hour:	1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See Section 7.2-2 the current *Collin Student Handbook*.

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Charlene Green
Office Number: University Hall 113
Office Hours: Monday & Wednesday – 4:00-5:30 p.m.
Tuesday & Thursday – 11:30 a.m.-1:00 p.m.
Phone Number: 972-377-1558
Email: CMGreen@collin.edu

Class Information:
Section Number: P21 – CRN 22173
Meeting Times: Tuesday & Thursday – 10-11:15 a.m.
Meeting Location: H-121

Course Resources: *The Allyn & Bacon Guide to Writing, 8th Edition*
Essays & other materials provided in class

Supplies: USB Portable Storage Device (flash drive, thumb drive, etc.); paper and pen

Attendance Policy:

Regular attendance is crucial for successful completion of this course as all assignments and major concepts will be explained in class. In addition, we will be working on drafts of papers in workshops and conferences, for which attendance is necessary. If you must be absent, let me know. You are responsible for all deadlines, assignments, and announcements you missed.

Late Work: All work is due in Canvas at the time and date specified in each assignment. As a rule, I do not accept assignments that are more than twelve (12) hours late. If you miss a submission deadline, for any reason at all, you must speak with me face-to-face and get permission to submit the assignment late. This policy does not apply to work submitted within twelve hours of the appropriate due date and time.

PLEASE NOTE: *I do not accept assignments via email. It is your responsibility to submit your work using the appropriate links provided in Canvas or it will not be graded. Graded in-class activities and quizzes may not be made up and earn zero points.*

Method of Evaluation:

Your grade for this course will be determined using the following formula:

- 3 Minor Writing Projects = 30%
(Argument Dialogue; Research Proposal; Annotated Bibliography – each counts 10% toward your total course grade)
- 3 Major Writing Projects = 45%
(Mediated Argument; Researched Argument; Visual Solution Proposal Argument – each project counts 15% toward your total course grade)
- Lab Work = 15%
(See “Lab Work” in “Other Course Policies” section of syllabus; lab work is a required component of this course.)
- 1 Final Exam Essay = 10%
(Written in class, MLA style, prompt and supplemental material provided at time of exam)

Course Calendar:

Schedule of Due Dates for Major Assignments Students are responsible for changes announced in class.

January 21, 2019	MLK Holiday – Campus Closed
January 22, 2019	Spring Semester Begins
February 15, 2019	Writing Project I Due – Argumentative Dialogue
March 8, 2019	Writing Project II Due – Mediated Argument
March 11-17, 2019	Spring Break – Campuses Closed March 15-17, 2019
March 22, 2019	Last Day to Withdraw from Class for Spring Semester
March 20, 2019	Writing Project III Due – Research Proposal
March 22, 2019	Writing Project IV Due – Annotated Bibliography
April 15, 2019	Writing Project V Due – Researched Classical Argument
April 19-21, 2019	Spring Holiday – All Campuses Closed
April 29, 2019	Writing Project VI Due – Visual Solution Proposal
May 13-19, 2019	Final Exam Week – Classes Meet Only Once

Course Outline and Weekly Schedule Students are responsible for changes announced in class.

Week 1 – Introductions (Jan 22-24)

We will spend the first class completing introductory activities, such as learning more about other class members, completing writing diagnostic activities, learning to use the Blackboard system, and becoming familiar with the goals and expectations for college writing in general and this course in particular.

Read & Review: *The Allyn & Bacon Guide to Writing* – Chapter 1: “Posing Problems: The Demands of College Writing” & Chapter 2: “Exploring Problems, Making Claims”

Concepts: The rhetorical appeals: *ethos*, *pathos*, and *logos*; rhetorical situation

Weeks 2, 3, & 4 – Part I – Fundamentals of Rhetoric & Argument (Jan 28-Feb 14)

Read & Discuss: *The Allyn & Bacon Guide to Writing* – Chapter 3: “How Messages Persuade” & Plato’s *The Ion*, A dialogue

Concepts: Canons of Rhetoric: Invention, Arrangement, Style, Memory, Delivery; Imitation; Dialectic; Plato’s *Dialogues*; Pro/Con grids; Starting Points; Research Questions; Arguable Propositions; Working Thesis

Writing Project I: Argument Dialogue

For this project, you will write an argument dialogue between two characters discussing a social issue that is of interest to you. We will complete invention activities in class to help you select a topic; your topic must be approved before you begin working on this assignment. You should choose an issue that engages your interest, is argumentative, and has enough depth to support vigorous argument; you will be working with this topic throughout the semester, so make sure you select a topic that will sustain your interest. The dialogue should be at least 3-5 pages of double-spaced text; longer dialogues are acceptable if your topic warrants and your argument supports the longer length.

Weeks 5 & 6 – Part II – Mediated Arguments (Feb 18-28)

Reading: *The Allyn & Bacon Guide to Writing* – Chapter 20: “Asking Questions, Finding Sources;” Chapter 12: “Analyzing and Synthesizing Ideas”

Concepts: Learning Logs; Summarizing; Analyzing; Themes of Argument; Inductive Reasoning, Stasis Theory; Cicero’s Model of Argument Arrangement; Mediated Argument;

Writing Project II: Mediated Argument

For this writing project, you will write a 5-8 page mediated argument essay on the topic you began working on in your dialogue project. You must use outside materials and research to support the claims made in your paper; however, be sure all outside materials are properly documented in text and cited in your reference list using either MLA or APA style. Your mediated argument must include these parts: an introduction defining and explaining the issue you are discussing; a complete and impartial analysis of the major arguments surrounding both sides of the issue; a statement that establishes the common ground (i.e. the values and interests shared by both sides); and, a proposed solution to the problem that recognizes the interests of both parties.

Weeks 7, 8,* 9, & 10 – Part III – Fundamentals of Research (Mar 4-28, *Spring Break)

Read and Discuss: *The Allyn & Bacon Guide to Writing* – Chapter 7: “Writing an Exploratory Essay or Annotated Bibliography;” Chapter 21: “Evaluating Sources;” Chapter 22: “Incorporating Sources into Your Own Writing” and Chapter 23: “Citing and Documenting Sources”

Concepts: Credibility of Sources; Evaluating Internet Sources; Summary; Paraphrase; Parenthetical Citation; Direct Quotation; Documenting Sources; Documentation Styles; Research Prospectus; Annotated Bibliography

Writing Project III: Research Prospectus

For this writing project, you will write a 2-3 page proposal for conducting and writing your research project. Your proposal should: identify your research question; explain the relevancy of your project; and detail the process you will follow in conducting your research and writing your researched argument.

Writing Project IV: Annotated Bibliography

For this writing project, you will create an annotated bibliography to use in conducting your research and writing your researched argument. Your bibliography must include your working thesis, a brief summary of your research project, and bibliographic entries of at least 10 potential sources that you will use in your

project. Bibliographic entries must include both the publication details and a two-to-three sentence summary of the work and its relevancy to your research. You will be provided with a sample annotated bibliography in MLA style prior to the due date for this writing project.

Weeks 11, 12, & 13 – Part IV – Researched Arguments (Apr 1-18)

Reading: *The Allyn & Bacon Guide to Writing* – Chapter 13: “Writing a Classical Argument” and Chapter 14: “Making an Evaluation”

Concepts: Deductive Reasoning; Deductive Arguments; Narrative Arguments; Syllogism; Aristotle’s *Topoi*; Logical Fallacy; Martin Luther King’s *Letter from Birmingham Jail*

Writing Project #V: Researched Argument

For this writing project, you will write an essay, 6 pages minimum, that presents a researched argument following one of the patterns for argumentation presented in your textbook or discussed in class. Your research topic, plan, and preliminary sources must be detailed in a Research Prospectus and Annotated Bibliography before you begin writing (See Writing Projects III & IV). You may follow MLA or APA style and format for page layout and documentation, but you must consistently follow the same style throughout Writing Projects III, IV, and V. Choose the style that is appropriate for the discipline in which you are conducting research, i.e. use APA style if you are researching a scientific topic, or MLA style if you are working in the humanities. Concentrate on solid argumentation, good integrated use of source materials, competence in grammar and mechanics, and a style that fits the demands of both the subject and audience.

Weeks 14, 15, & 16 – Part V – Visual Arguments; Solution Proposals (Apr 22-May 9)

Reading: *The Allyn & Bacon Guide to Writing* – Chapter 15: “Proposing a Solution;” Chapter 10: “Analyzing Images” and Chapter 4: “Multimodal and Online Communication”

Concepts: Visual Rhetoric; Visual Literacy; Ideology; Style; Memory; Delivery

Writing Project #VI: Visual Solution Proposal Argument (Multi-modal)

For this writing project, you will create a persuasive visual presentation that proposes a solution to the problem you have been researching and writing about through the course of this semester. You will be using the sources you have already located, summarized, and cited in earlier papers; however, you might need to add additional sources. This project must be completed using PowerPoint, Prezi, film, or a similar multi-modal medium.

Week 17 – Final Exams – May 13-19, 2019

The final exam for this course will be an argument essay written in class on the date of the final exam. During finals week, each class meets only once for two hours to complete the exam rather than meeting twice a week. The exam schedule is set by the college; the exam for this class is:

ENGL 1302-P21 – Final Exam Period: Tuesday May 14, 2019 – 10:00 a.m.

Additional Course Policies:

Lab Work: The lab component of this course is fulfilled through the completion of a minimum of 16 lab units. The lab units for composition II include: Starting Points Tasks (4 units); Learning Logs Tasks (10 units); response journals; and peer review workshops. Lab assignments are designed to help you

complete the writing projects in this course, and they will be completed and turned in through our Canvas course room.

Class Discussion and Personal Conduct: In this class, we will be discussing a variety of topics – some of which you and or others might feel strongly about. Please demonstrate **a civil regard for everyone in class each day** by acknowledging respectfully their opinions and values. **Listen attentively** when others are speaking; and, **avoid undue distraction** such as talking when others are speaking, arriving late, leaving early, and other similar disruptions that are noisy and distracting to everyone. Please respect the differences of others, including mine, and we will respect yours.

Cell Phones:

Please turn all cell phones off before entering the classroom. All cell phones must be off and out of sight during tests. No phone calls, text messaging, or picture taking is allowed in class at any time.

Email Policy:

Please use Cougar Web email to contact me. I will not respond to any email that is sent from any other email services as they are not secure, and sending information through other email services could violate federal privacy regulations.

Scholastic Dishonesty – See Section 7-2.2 of the Collin College Student Handbook

PLEASE NOTE: *If a student is found responsible for academic dishonesty, a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor's interpretation of the severity of the situation.*

Collin College's **Strategies of Behavioral Intervention** (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).